**Theme** The World Around Us

**Textbook Skills**

* Where Are we?
* Tall, taller, tallest
* Animals Nobody Loves
* The Natural world
* Work
* Education

**Focus question** How does the environment affect the way people live?

Consider

* Geography
* Influence of climate
* Available materials
* Wealth / poverty
* Culture
* Resources
* Immigration

**Indicators** By the end of Y10, students should be able to demonstrate the following:

**Strand 1: Talking and Listening**

* communicate a range of feelings and ideas in extended conversations and presentations in English
* adapt style and register of spoken language to suit different purposes and audiences, in a range of real and imagined contexts

**Strand 2: Reading and Viewing**

* use a range of strategies to read, view and respond to authentic texts from private, public and business contexts
* identify and describe how different uses of language affect meaning and response.

**Strand 3: Writing**

* write a wide range of coherent texts characterized by a variety and flexibility of language
* plan, revise and refine the composition of texts for different purposes and audiences, and in different media, to enhance overall effect.

**Content** **Text types**

* Focus: Discussion
* Exposure: Narrative, Information report
* Ongoing: Personal texts

**Vocabulary** linked to theme – see attached sheet

**Grammar** linked to text types - see attached sheet

**Assessment** **ADEC standardized exams:** Semester 2

* Focus on **discussion**

**Literacy Folder:** ongoing and to include

* Talking / listening strategies linked to conversations and presentations to communicate a range of feelings and ideas
* Reading response activities linked to use of reading strategies
* Writing samples of discussion, narrative and information reports

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| **Talking /Listening**  **Strands / Indicators** | **Curriculum Content**  **Learning Objectives** | **Activity** | **Resources** | **Assessment**  **Homework** |
| **L**  Communicate a range of ideas in English | ***Students will learn to***   * listen with understanding to a range of authentic texts presented by proficient speakers of English * use strategies to access and interpret spoken texts and monitor and improve their own listening | **The World Around Us Unit**   * Range of listening activities on the theme of *The World Around Us* with a focus on culture, immigration and the environment * Explicit instruction in specific strategies to improve listening | G10 English Textbook | Listening *Summative*  *-* Camel Beauty Competition  Listening *Formative*  Teachers’ ongoing observations of students’ skills |
| **T/L**  Adapt style and register of spoken language to suit different purposes and audiences in a range of real and imagined contexts | ***Students will learn to***   * Use formal conventions associated with public speaking, for example hosting, welcoming, chairing, summing up and votes of thanks * Understand and use conventions in English relating to being assertive, polite and reasonable * Identify ways in which speakers use narrative and argument to engage and influence their audience * Listen to and present factual and imaginative texts, discussions and arguments * Consider quality, validity and utility of ideas and information presented in spoken texts * Use spoken English to organize and carry out collaborative activities and explain processes of individual and collaborative learning * Engage in 1-to-1 and small group discussion reflecting on their study of English as non-native-speaking English language learners. * listen to and understand extended texts that exploreand discuss personal and public worlds and identify cultural beliefs and values | **Debating Unit**   * Introduction to debate structure / roles * Introduction and practice of phrases to denote politeness and appropriate language for formal debating * Teacher models and analyses persuasive speech * Preparation of arguments for debating in groups * Introduction to the idea of rebuttal and its practice * Preparation and presentation of debate in groups of 6 * Engage in peer and self assessment | Theme-based |World Around Us: environmental topic list provided by teacher and advisor  Phrase lists provided by teacher and advisor  Six Thinking Hats  Self / peer assessment rubrics | Speaking *Summative* **-** Debating rubric for  peer assessment on outcomes of debates  Speaking *Formative*  - Self-assessment rubric  - Teacher’s ongoing observations of students’ skills |
| **Reading / Viewing**  **Strands / Indicators** | **Curriculum Content**  **Learning Objectives** | **Activity** | **Resources** | **Assessment**  **Homework** |
| **R/V**  Use a range of strategies to read, view and respond to a range of authentic texts from private, public and business contexts | ***Students will learn to***   * engage with unfamiliar texts and relate the content and ideas to the real world * identify cultural beliefs and values in texts and consider how culture may influence response * use appropriate strategies such as predicting, speculating, hypothesizing and paraphrasing to understand and respond to texts with unfamiliar ideas or structures * investigate relevant and reliable sources of information presented through a range of media to generate and organise ideas, and to present or support a point of view * use learning processes, resources and technologies appropriate for particular tasks and situations | **Reading Unit | Semester 1 and Semester 2**   * Read and discuss a range of authentic texts on the set theme * Do variety of textbook activities or exercises * Teacher demonstrates ways of approaching unknown vocabulary and elicits strategies to work out meaning; students then practise these strategies * Students to locate information relating to a particular aspect of the theme, * Students present information in the form of a written discussion report and debating later on | G10 English textbook reading exercises  Teacher prepared theme-based resources  Assessment materials | Reading | Viewing *Diagnostic*  - comprehension 5 Reading Age levels: *multiple choice* *text-based and inference and long critical response questions*  Reading | Viewing *Formative*  - Self-monitoring - Reading Log  Teacher’s ongoing observations of students’ skills  Reading | Viewing *Summative Comprehension* ADEC style exam questions |
| **R/V**  Identify and describe how different uses of language affect meaning and response | ***Students will learn to***   * Identify and describe recurring features of particular types of text * Identify how composers position readers and viewers to take a particular stance * Identify purpose, audience and context of a text to consider the appropriateness of language forms, features and structures * Recognise and consider how texts elicit different responses and how their own responses are personal and reflect their own context * Trace grammatical cues, ideas, information and images through extended texts to analyse how the text achieves its purpose through cohesion | * Students to consider examples of discussion, narrative and information texts * Teacher to elicit differences / similarities of the features of different genres * Students study a range of texts and identify their viewpoints and how these are promoted by the writer * Students to be exposed to a range of opinions/persuasive texts on a topic linked to the theme and consider own position * Students to analyse and identify grammatical features and cohesion in texts studied on theme | Differentiated texts on the theme | Reading | Viewing *Summative* Identification of the features of discussion ADEC style exam question  Reading | Viewing *Formative*  Personal response |
| **R/V**  Identify and describe how different uses of language affect meaning and response | ***Students will learn to***   * Recognize, understand and appreciate idioms, imagery and symbolism in context | **Poetry Unit**   * Study of poetry on the theme * Analysis of poetic language | Range of poems on theme collected by the teacher | Reading | Viewing *Summative* Identification of the features of poetry |
| **Writing**  **Strand / Indicators** | **Curriculum Content**  **Learning Objectives** | **Activity** | **Resources** | **Assessment**  **Homework** |
| **W**  Plan, revise and refine the composition of texts for different purposes and audiences | ***Students will learn to***   * Use different strategies to plan, draft, edit and publish texts and monitor and improve own writing * Use language appropriate to particular purposes, audiences and contexts * Use different media technologies to compose imaginative and factual texts that reflect their expanding worlds * Use different writing strategies for research and learning, such as note-taking and summarizing * Experiment with language and structure to create different meanings and effects * monitor learning by describing processes, resources and technologies used in individual and collaborative tasks | **Writing Unit (2)**   * Practice planning strategies using a range of planning formats with teacher modeling process * Teacher modeling the development of a four-paragraph essay with appropriate language features/practice discussion writing * Comparison of formal and informal language * Prepare discussion and debating information using IT room / word processing application * Write Bio-poem linked to *Myself* theme * Group and self-reflection and review of what work well and the next steps | ADEC planning sheet  Examples of planning templates  Prepared prompt sheet  Prepared checklist on OHT | Writing *Summative*  - Four-paragraph discussion essay  Teacher’s ongoing observations of students’ skills  Writing *Summative*  - Four-paragraph discussion essay ADEC style exam question  Writing *Formative*  - Writing Journal  - Student evaluation and reflections |
| **Strands / Indicators** | **Curriculum Content**  **Learning Objectives** | **Activities | Ongoing Semesters 1 and 2** | **Resources** | **Assessment**  **Homework** |
| **T/L**  Vocabulary building and spelling | ***Students will learn to***   * how to correctly use new vocabulary associated with the set theme * use spelling conventions | **Spelling Unit**   * Personal spelling lists and engage in working with spelling partner * Range of activities / games / exercises to aid vocabulary acquisition / flashcards on walls * Spelling: Bee competition | Spelling Journals  Games, flashcards  Textbook  Lists of theme and commonly used words | Vocabulary*Diagnostic*  - Schonell Test  - Fluency  Spelling *Formative*  - Homework  - Peer check  - Spelling Journal  - Quizzes |
| **T/L**  Adapt style and register of spoken language to suit different purposes and audience in a range of real and imagined contexts | ***Students will learn to***   * use the sounds and rhythms of English to express ideas and feelings and to influence others | **Pronunciation Course**   * Ongoing practice of listening strategies in a range of group or pair activities * Pronunciation Course | Headway Elementary Textbook exercises  Course tape | Listening *Diagnostic*  - Dictation  Speaking *Summative* **-** Pronunciation / Fluency Test |
| **R/V**  Use a range of strategies to read, view and respond to a range of authentic texts from private, public and business contexts | ***Students will learn to***   * explore real, imagined and virtual worlds to support their interests and enjoyment of reading | **Library Reading Programme**   * Reading at age level graded readers * Self-paced reading task sheets   **Silent Sustained Reading**   * Personal reading | A-Z Graded Readers   * Class Wall-charts * Response slips * Task sheets   Boxed sets of books | Reading | Viewing *Formative*  - Self-monitoring - Reading Log  Teacher’s ongoing observations of students’ skills |
| **R/V; W** | ***Students will learn to***   * improve the technical accuracy of their writing * describe the effects of language and structure used in different texts * assess texts of their own and others’ composition for accuracy and effectiveness and recognize how writers shape meaning by effective us of grammar and punctuation * identify strengths / weaknesses in expression and consider the developing style of their writing * identify what is required from complex task instructions and respond accordingly * review and correct their own and others’ texts according to standard convention of grammar, punctuation and spelling | **Grammar Integrated | Ongoing**   * Explicit modeling and teaching of grammar points associated with the genres: nouns; relating; action; thinking; verbs; connectives; conjunctions * Identifying and analyzing text conventions and applying to own writing * Evaluate language using a rubric in the context of writing the essay * Group writing, self and peer editing | * ADEC grammar list * Range of grammar resources   Writing assessment rubrics | Writing *Diagnostic*  - OPTGrammar Test  Writing *Summative*  - Quizzes  Writing *Formative*  - Writing Journal  -Writing Booklet  - Self / peer editing of writing tasks |